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ABSTRACT

Nine innovative programs, using different kinds of internship, are described by the students taking part in them. The Elementary Education Intern Program at Brigham Young University uses gradual immersion in school activities rather than a sudden plunge. The Sausalito Teacher Education Project is an experimental on-site teacher preparation program sponsored by San Francisco State College to train teachers to be more effective in multi-ethnic, inner city classrooms. The University of Wisconsin at Milwaukee is developing a program to increase the responsibility and involvement of students. Northwestern University student teachers have been living and teaching at the Navajo Rough Rock Demonstration School in Arizona to gain insight into another culture. Excerpts from logs detail the experiences of two interns from Antioch-Putney Graduate School of Education in schools in Montgomery Co., Md., and Washington, D.C. At New Mexico State University a co-operative program in teacher education enabling students to learn on the job is now in its fifth year. In Kanawha Co., W. Va., seven colleges and universities cooperate with the school system in teacher education programs. The University of Washington's Tri-University Project has developed a prototype for elementary education, while Wayne State University prepares students for the inner city by giving them greater classroom responsibility. (MBM)

New Teachers: New Education

An Occasional Paper in Which Students Report on Their Innovative Teacher Education Programs

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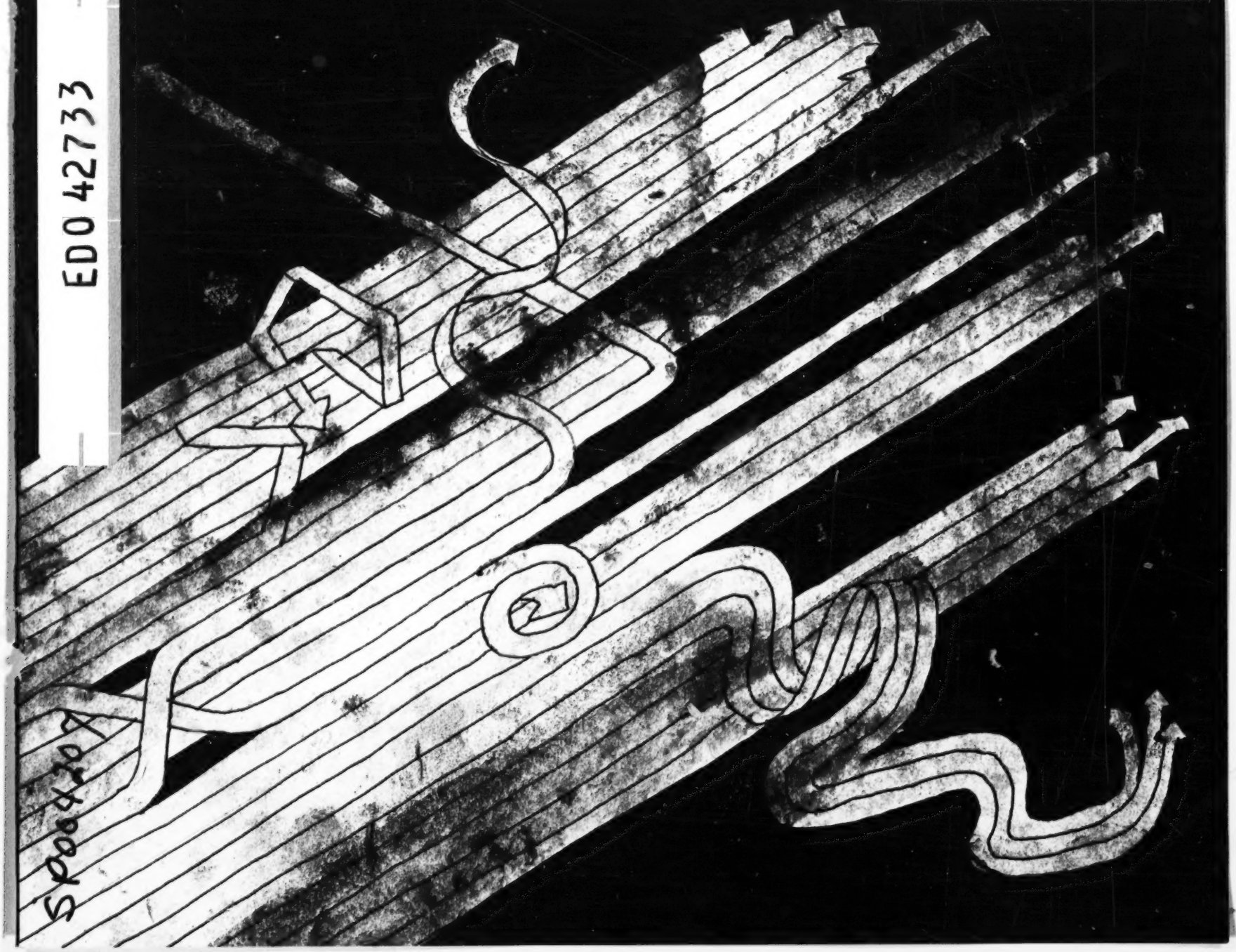

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New Teachers: New Education

Probably one in ten of the hundreds of education students who have used *Student Impact* as a forum during the past two and a half years have taken a positive view of their teacher preparation. Invariably the reason for this optimistic (although not uncritical) approach has been because these programs stress, to a greater or less degree, student participation in curriculum development and academic reform; freedom of choice for students to decide on their own goals and how to reach them; the *process* of human development rather than the educational product of a teaching certificate; and a structure fluid and flexible enough to continually respond to the differing needs of the community.

The programs these students have described so enthusiastically are largely experimental, existing and evolving apart from their respective colleges of education which pursue more traditional routes to graduation and certification. But, although such projects involve relatively few students, their impact is being felt by the large bulk of students in the regular programs who are beginning to ask, "If so-and-so can help develop the curriculum, choose his own courses, get credit for community work, why can't *I*?" The "apathetic" students have gotten beyond the gripe stage. They are wanting to know what they can do about their own education.

Student Impact has reflected this change in attitude on the part of Student NEA membership. Largely concerned with frustrations and grievances to begin with, each succeeding issue has shown the students' growing realization that if anything is going to happen in teacher education, it is largely going to be due to the students' own efforts. Those in experimental models whose education is becoming increasingly more "relevant" are going to have to help those who do not as yet even realize how ill-equipped they are for today's classrooms and today's tuned-out students.

There are a large number of publications giving information on innovative teacher preparation programs (such as NCTEPS-NEA, *Innovative Programs in Student Teaching*) and on student-initiated reform measures (such as ERIC Clearinghouse on Higher Education, *Student Participation in Academic Governance*). But there are few that present the students' own viewpoint on these programs. Here are nine, described by the students themselves or their close associates. Three others are described in *Student Impact,* Vol. II, No. 2. The aim is not to present the "best" but the advantages and disadvantages of a variety of approaches to meet this challenge of "relevance."

Students who believe that they are being better prepared than their fellows have the *obligation* to share their knowledge with others. This occasional paper is intended to be the forerunner of a continuing dialogue on how students can have an impact on educational reform.

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"An exciting opportunity for students at the Y" is described by a BYU journalism major and intern at Grandview Elementary School, Salt Lake City, Utah

BYU's Answer to Teacher Shock

Suzee Edwards
Brigham Young University

Christmas mail always brings pleasant surprises. But for seventy-five Brigham Young University education majors, there comes along with the traditional holiday greetings long-awaited news of acceptance into the Elementary Education Intern Program. This notification marks the end of a process that has begun the preceding fall when students who are enrolled in the college of education and who wish to participate in the intern program submit their applications, complete with basic biographic data and a brief on their philosophy of education.

In addition to personal interviews with the chairman of the program, Russell E. Bishop, prospective interns (generally juniors) are required to have faculty recommendations and interviews with representatives of the school districts to which they may be assigned. The minimum grade point average is 2.5 on a 4.0 scale but, since most applicants maintain a 3.0 average or better, faculty generally recommend students on such personal qualities as their abilities to relate to fellow students and to assume responsibility, their enthusiasm and motivation, as well as on their academic capabilities.

Hard Work But a Challenge

Training and preparation for the intern teaching experience begins in January when the interns are separated from other education majors for special class scheduling. The interns are assigned for the first two term weeks to the elementary school classrooms in which they will eventually be teaching the following autumn. They thus familiarize themselves with the schools, faculty, staff, and school policies. A considerable part of this first period in school is spent in observing the teaching methods of different teachers, preparing materials, doing research for teaching units, and assuming many of the responsibilities regularly assigned to student teachers or aides.

After their return in two weeks to the college classroom, the interns begin what is usually considered the most rigorous term of their college experience. Not only do they find themselves on the short end of the calendar (an eight-week period of instruction having been cut to six) but they also have two additional pressures: instructors who expect a higher standard from them than those teaching other education majors and, because of the nature of selection, peers who are above average in performance. For some interns, the result has unfortunately been fierce competition but for others it has been a continual and mutually profitable challenge. Close association with fellow interns, where so many hours (often extending well into the evening) are spent together in study, research, and work sessions is an unmeasured but important strengthening factor for the intern program.

Having met part of their education methods requirements in this six-week block, the interns then return to their respective elementary schools for another two weeks. This time they focus on actual teaching experiences, assuming for various periods ranging from one hour to a whole day complete responsibility for their respective classes. The intern semester is rounded off with another bout of six weeks at the university completing the required education classes.

Direction But Not Domination

One of the strong features of the intern program is its method of supervision. Working directly with three interns each for four weeks and acting in an advisory capacity and as a valuable resource for the remainder of the semester are the intern coordinators.

Intern coordinators are selectively chosen from among the experienced teachers in the cooperating schools. Their value is immeasurable. Not only do they help the interns to solve specific problems (to do with discipline, presentation of new math concepts, or any other area where the students flounder) but they also make a positive contribution to the interns' education. Above all, they show what experience can do with children in a learning situation. They do not play a dominating role as is sometimes the case with master teachers. Rather, they direct interns who remain responsible for the education of their own students and who choose their own teaching methods. No intern is forced to implement the set patterns of his supervising teacher.

In addition to this sympathetic supervision from a classroom teacher, close association is maintained with the university through an intern supervisor who advises on such matters as graduation requirements and placement as well as on in-class teaching procedures.

No Perfect Program, Yet

Problems do arise in the program as they would anywhere. Young people entering any field go in with vitality and enthusiasm. They are idealistic, anxious to get ahead, and unharnessed by tradition, conformity, and the "rut-itis" that plagues some teachers who have been around for a long time. Herein lies a still unresolved conflict between interns and faculty members with established tenure. One intern coordinator describes interns as a threat to the old stand-bys. "They see," she explains, "new ideas and teaching methods used. They see young people (who don't appreciate that a school day is from 8 a.m. to 5 p.m.) working, producing, and sincerely excited about education for education's sake. They see comparatively inexperienced teachers surpassing them in teaching and forcing them to change for fear of being replaced."

However, the value of having interns in the school districts was almost immediately recognized and demand for them soon exceeded the number that the colleges and universities were able to produce. One contributing factor to this is that, although interns are paid, their compensation is only about five-eighths of that of a first year teacher. If a Utah school district is threatened with lack of funds, it is still able to maintain quality, improve the student-teacher ratio, and keep abreast of developments in education by hiring three interns instead of two first year teachers.

But Still the Greatest

At Brigham Young University, the intern program is growing and it looks as if students will increasingly demand an internship experience. "It is a realistic approach to preparing young people for what teaching entails," commented one intern. "You see the whole school program from beginning to end rather than just a few weeks' segment." Another agreed, and added, "I've never in my life worked so hard but when I finish this internship, I feel I will be able to go anywhere and successfully contribute to the education of my children."

Interns may be involved in a variety of teaching situations. They may be in self-contained classrooms; they may be team teaching; they may have students from kindergarten to sixth grade; they may be involved in "Continuous Progress Education"; or they may work with more traditional methods. Regardless of facilities, teaching program, or organization, however, if asked about their Elementary Education Intern Program, 99 percent of the participants would reply, "It's the greatest!"—

The Sausalito Teacher Education Project

Photographs by Kazuhiro Tsuruta
Creative Arts
San Francisco State College

Text by Elizabeth Titsworth
School of Education
San Francisco State College

The STEP Story...

is about teaching teachers through a cooperative program . . .

of joint college, school district, and community effort

in an off-campus setting . . .

in a training center and in schools in the heart of a San Francisco "target area"

with a specific goal . . .

to train teachers to be more effective in multi-ethnic classrooms in inner city schools

on the team concept . . .

with college instructors, district personnel, classroom teachers, community representatives, and teacher candidates all training together

To Make Education More Relevant and More Meaningful

for children . . .

children in elementary schools, of different cultural and socio-economic backgrounds, all with needs and problems and potential and aspirations.

These are the training groups involved:

—There is a faculty staff of about fifteen people, from different cultures, different educational and experience backgrounds, with different philosophies and talents. They, too, are in training: to become better college and school district teacher trainers. They study and practice using new methods and new materials, and share their strengths with each other. Those directly from inner city classrooms team teach or demonstrate in the college instruction; those from the college go into the classrooms and work with the teachers and students; those from the community participate in both arenas, helping parents and teachers and teacher trainers get together for a better education for their children.

—In turn, members of this group share their training with a corps of sixteen classroom teachers from inner city schools, who volunteer for participation in STEP.

—Both of these groups then cooperate in the training of about thirty-two teacher candidates or students—in their fifth year credential program. STEP instructional staff works with the teacher candidates in the training center and in the classrooms of the STEP classroom teachers. As students are ready, they go into these same classrooms with these same teachers for their student teaching experience.

This is the way it works for teacher candidates:

—We applied for STEP. After individual conferences on the program, its expectations, our qualifications and interests, we were scheduled for an interview and told to bring with us a creative object—something we had done ourselves. The interview teams were made up of three STEP faculty-staff and a current STEP student from both black and white cultures. During the first half of the interview we were asked to discuss our "creation." The team members played different roles as to positive, negative, disinterested, etc. This was to test sensitivity and communication. For the second half we were asked to play the role of the teacher in a difficult fifth grade classroom on the first day of school, with a given task. We had five minutes to prepare. The team members played "to the hilt" the roles of problem pupils you might find in such a classroom in an inner city school. This was to test control, and it certainly did! I don't think any of us had ever experienced just that kind of interview before. Of about eighty applicants these teams selected thirty-two preservice students.

—During the beginning of fall semester, concentration is on instruction with some observation/participation in classrooms with pupils—the focus is on what you teach and how you teach it.

We had all our so-called "methods

courses" with STEP. In our Social Studies we were trained primarily in the Taba approach. This was new, difficult, oftentimes frustrating; we were taught to plan on specific behavioral objectives, with a progression of activities and responses on the part of teacher and student that would achieve these objectives. It wasn't easy, but it gave us some solid skills and competencies that are now paying off as we student teach in the classroom.

In our Reading/Language Arts, we had a college instructor and a STEP instructor directly from an inner city school classroom who taught as a team, with other STEP instructors coming in to demonstrate lessons or work with small groups. The latter were from different cultures and had each used some different kinds of techniques in this subject area. The Taba approach was followed in this class also, together with micro-teaching, the Active Learning concept, group and video feedback and evaluation.

Our Math was taught as a workshop. We met for three hours one night each week in the off-campus training center. There we worked with concepts and materials and solved mathematical problems in small groups, just as we would be doing with our own pupils in the classroom. Emphasis was on the Active Learning approach, with wide use of manipulative materials.

There was also a course in Generic Curriculum which related the content and methods to the kinds of children we would teach, with emphasis on special problems and understanding community influences.

The STEP instructors had specific expectations of what students should be able to do at various stages of the instructional program. Some of the competency testing was through micro-teaching, some on actual performance with pupils in a teacher assistant capacity.

As we were ready, we would go to the next stage. For example, some students went into classrooms as teacher assistants in Reading/Language Arts earlier than others. Some went into the first student teaching phase on the condition that they undertook some simultaneous special work in an area of weakness.

—By spring semester, almost all of us were placed in pairs as student teachers with the classroom teachers who were also in training in STEP. The STEP supervisors were the same people who had participated in the instructional phase. This made a team of the STEP instructor/supervisor, the STEP classroom teacher, and the two STEP student teachers in the classroom.

We are now in the first phase of our student teaching. Student teachers are in classrooms four full days, Monday through Thursday. On Fridays we all meet at the training center. The first half of the morning we meet in small groups. These groups are composed of the instructor/supervisor and his pairs of student teachers. In these we share our problems, ideas, and concerns, and also get additional help from our instructor/supervisor in content, methods, and materials. During the last half of the morning, which often goes on to 1:00 p.m., we have special instructional sessions. For example, in one of these a group of community people, mainly parents, discussed with us their expectations of a teacher. This particular group was all black and they really laid it on the line about what they wanted for their children, what they wanted from a teacher of their children. It was a fiery give-and-take session that added a very important dimension to our perception of the kind of children, parents, and community we would face in inner city schools.

Our Math workshop is also continuing, and there is a student-initiated class on The Role of the Teacher that we can attend on Tuesday nights if we desire.

—When we demonstrate that we are ready, we will go into our second student teaching phase—in a different community, on a different grade level—to give us a more varied teaching experience.

—After spring semester, we will go into an individual contract program to continue through June. This will include in-depth evaluation of each of our strengths and weaknesses. Based on the results of these evaluations, each of us, together with our instructor/supervisor, will prepare an individual contract. According to needs, the contract may place emphasis on room environment, grouping, pupil assessment, teaching reading, or just more general practice in lesson planning—and for preparation for our first year of teaching.

—Those of us who are recommended by STEP and accepted by the district will be placed in a group of inner city schools in the STEP involvement areas as first year teachers, with STEP providing supportive services for that year. Others may be placed in different kinds of schools in other areas.

In all of the STEP program, with teacher trainers, experienced classroom teachers, first year teachers, and teacher candidates, there is an emphasis on providing the very best learning experiences for the child—learning experiences which are rich and meaningful to him, which will motivate him to think, feel, and value for himself.—

Because of Gripes

March 1970

Dear President Gonzales,

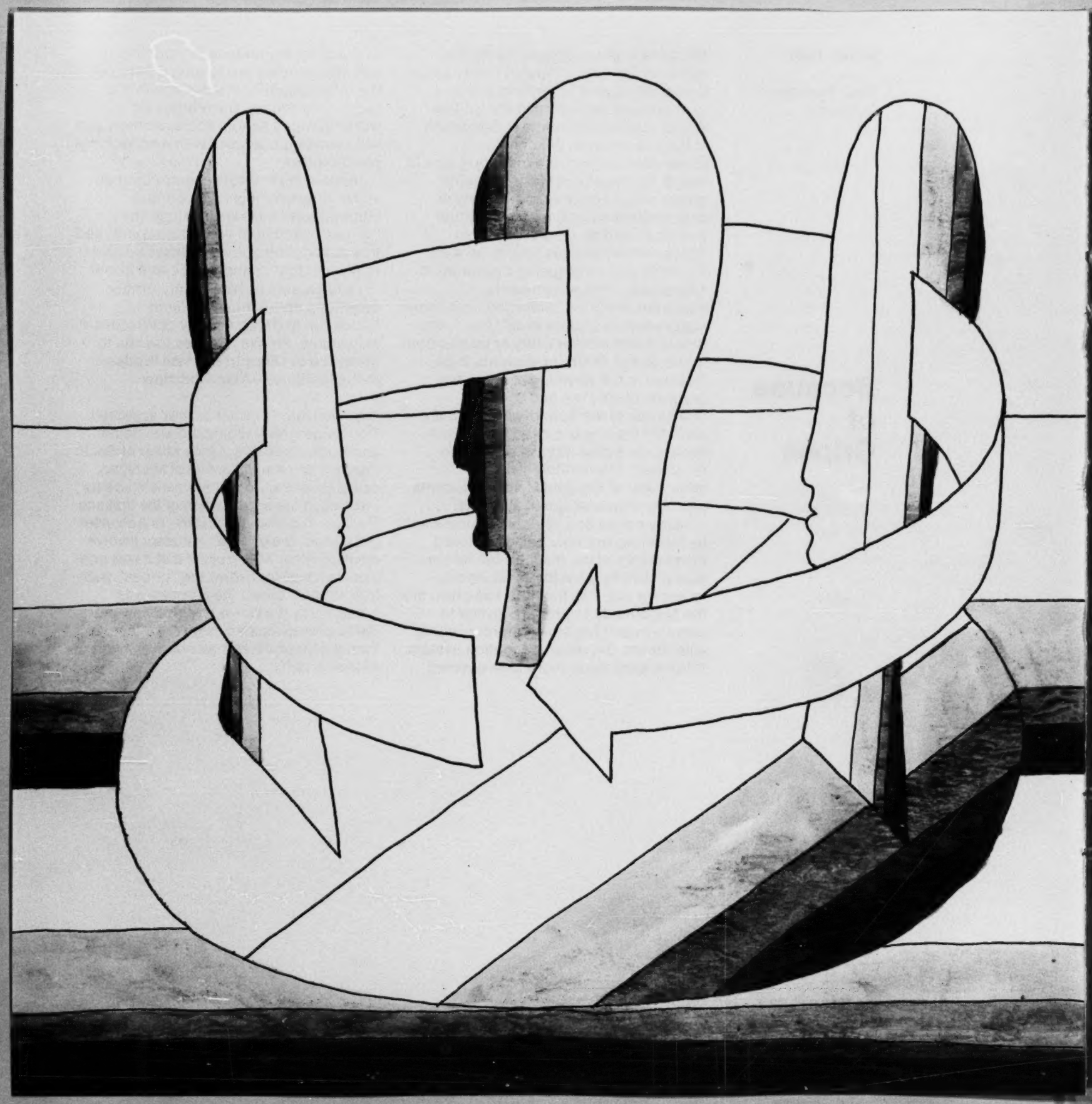
After reading your magazine for the month of January, I thought it was about time to sit down and write to you and to inform students around the United States about the Institute in Education at the University of Wisconsin-Milwaukee. Indeed, the Institute came to reality because of some of the same gripes which I have read regularly in your student magazine. The Institute was approved by the University of Wisconsin-Milwaukee faculty on April 17, 1969, and we began our program in September. This experimental education program "emerged from three major sources and/or problems: 1) the problem of the inflexibility of institutional forms; 2) the desire of students to be involved in the planning of their own program of studies; and 3) the realization of the School of Education staff that there was a need to continuously seek better ways of educating teachers." The Institute itself is comprised of fifty professional students and fifty preprofessional students. . . .

Many varied and valuable educational experiences are now being explored by members of the Institute but let me explain briefly what the Institute has meant for me. The Institute has given me the opportunity to prepare myself to survive in and hopefully improve, along with others, the urban education system. It has meant much more time devoted to practical experience in teaching. It has also enabled me to gain a grasp of the total educational system within a secondary school. Currently, I am working with a school social worker, and will soon begin to work with a school psychologist.

Indeed, the Institute is more than an intern program. It is my hope that students who have written in to the "gripes" section of your journal will read this description about the Institute and really feel that change can come about.

I will be glad to answer any further questions about the Institute in Education at the University of Wisconsin-Milwaukee. Please feel free to write to either me or Director Bernice Wolfson at the Institute.—Alan Godshaw

Alan Godshaw's invitation was accepted. Two Student NEA regional coordinators and state presidents, Cindy Miller of South Carolina and Kent Bowden of Michigan, called Ethel Peterson, one of the students involved in the organization of the Institute. They wanted to know how the project ever got started, the degree of student involvement, whether Alan's claim that it was one excellent way to resolve the "gripes" was true, to what extent the program was accepted by the University, and how students were evaluated. Here are excerpts from their taped telephone conversation in March 1970:



Cindy Miller: Kent and I are both involved in some innovative programs in our states. We'd like to ask you some questions. For example, we're wondering how closely students and advisors are working together on this program. In drawing up the curriculum just how much were the students consulted?

Ethel Peterson: I would say that probably one of the prime reasons the Institute came about was because there were two or three faculty members who were ready to hear us out, listen to us. I guess there were probably about fifteen of us who established a very close personal relationship with these faculty which later developed into a professional type of working situation where we all got together and spent many, many hours first talking about ideas and then coming down to reality, putting our ideas on paper and going through the political process of getting them accepted.

Cindy: In other words, this really *was* a student-initiated effort?

Ethel: Well, these three or four faculty were discussing on their own about what and how to change, and we twelve or fifteen were having bull sessions, too; then when we all got together we found we had been talking on the same frequency. . . . We joined up and continued our rap sessions. When we couldn't agree, we quibbled and argued about what was more important until we reached conclusions. . . . But I would say, too, that had it not been for our group—for the students—the Institute could never have been created. Had we not been behind it all, the faculty could not have gotten the idea across. As it was everybody *knew* students were involved.

Cindy: How many?

Ethel: As I said before about twelve to fifteen at first. Now we have about fifty-five. . . . The Institute has two parts to it. One part is organized for the students' professional year when most of them are completely self-directed, having to take no formal courses at all. The other part is for preprofessionals (freshmen and sophomores) who have to have two or three years of regular college before they can get to their professional year. As preprofessionals, they can choose courses from the whole spectrum of the university curriculum, but they still have to take courses. . . . The university requires 128 credits. We give 30 for the professional year so that means students have to find 98 credits from the university in any field they wish beforehand. . . . Of course, they're restricted if they want to teach. For instance, I was in secondary education, in English—and I had to take all the required courses of the English department if I wanted to teach English. You have to meet your major requirements if you're in secondary education. We couldn't tamper with that.

Kent: How much self-direction does the student have in determining his own curriculum structure?

Ethel: I'm now a graduate assistant and one of my jobs is to work with the forty-odd people in the preprofessional group. I meet with them as a group for two hours every week and we talk about the courses they're taking. . . . It's a brand-new thing to them—this self-direction—they're pretty confused. So a lot of them are taking pretty much the regular courses they'd have as freshmen, anyway. Some are in one course they maybe wouldn't have had in the regular program, like a girl who is taking Modern Dance. Two or three others have also decided they know enough about it already not to take Introductory Economics. This may or may not be true. They'll find that out later for themselves.

Cindy: Were these their decisions?

Ethel: Right! Bu they each have a faculty member who acts as their tutor (we call them tutors).

Kent: So what is the real answer about self-direction? Is it complete? Can a student do anything he wants?

Ethel: I would say it's complete, but I'd say, too, that the students aren't ready to accept it. That much self-direction frightens them. They don't know what to do with it. . . . The course I'm giving is called Education Colloquium II and I guess the whole purpose of it is to prepare them for independent study in their professional year—how to use their freedom to move around as they want.

Cindy: I've found in the program I'm involved in that we have a very tight-knit group of thirty students. It's such a unique program [Contemporary University] compared with those in the rest of the University [University of South Carolina]. Have you formed such a group, such a community?

Ethel: Our biggest error in the beginning was random selection. We were "participatory democracy" type people. We believed that we all should have an equal right to participate in any program. So when we had 150 applications, we just randomly selected some of them.

Kent: How?

Ethel: Well, it wasn't purely random. First

of all, we decided that the people who had helped develop the program—like myself—would get in automatically. That was about eight people. Then we decided to admit all black people who applied because we felt we positively needed the black influence. That brought nine more. Then we wanted males and females. If your schools are anything like mine, they're at least 75 percent female in education. So we decided to let in all the males who applied. That left about 75 places. We agreed we wanted reasonable proportions of elementary and secondary education people. So we put all the secondary ed names in a hat and pulled out twenty of them. That was a stupid error. It was dumb, because we realize now that not all people have equal potential to succeed in radical and innovative programs.

Cindy: What kind of criteria do you set now? How do you differentiate between those who have potential and those who don't?

Ethel: That's tough. Some people would agree with me and some wouldn't. I would try to get to know the people as well as I could, ask them very subjective questions and decide for myself using my own criteria, whether I liked the way the people answered or not. I'd ask subjective questions like: "If you were teaching a reading class and, after a white boy finishes his piece, he turns and says, 'Okay, Nigger, it's your turn now,' what would you do?" I'd ask: "What do you see a teacher as? Should he be a change agent or should he support the status quo?" . . . I would not weigh heavily on grade averages unless they were very, very low. I guess I operate on the philosophy that even if you're smart, it doesn't mean you'll get good grades. . . . This selection business *is* an area of confusion and I'm sorry about that. . . .

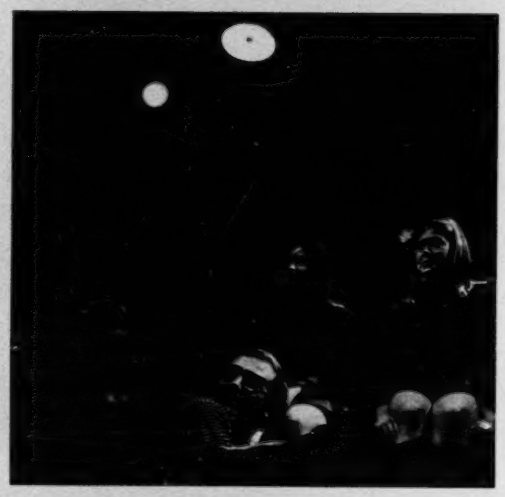
Anyway, we changed our policy this past semester. When No. 1 semester ended this year, there were nine openings so the students and faculty on the Policy Committee elected three of their number to form a Selection Committee and I was one of those three (there were two students and one faculty). This is what we did. We called in the twenty-five applicants, interviewed them, and then the three of us decided whom we wanted. I'm sure from now on there'll be no more random selection. The policy people will empower other people to choose to the best of their ability. . . . I'm sorry about this. I mean, you have to apologize, it's such a subjective kind of thing.

Kent: Your program states that students' progress is evaluated by the staff as well as the students themselves. What criteria are used?

Ethel: Again, that's a question that bugs everybody. It's a really hard thing to do. We're using traditional criteria now, you know, like: "What kind of activities have you been involved in? What variety of educational experiences have you had? Have you worked in community-oriented schools or free school situations?" And so on. They are all pretty much traditional criteria. But I myself apply very subjective ones as well: "How and in what ways have you changed? Have your emotional insights been affected? Are you really accepting change—in yourself? Then if, after introspection, you find yourself at the same place philosophically, personally, emotionally, what real value do you think your experiences have been to you?"

Kent: What was the process you used for evaluation?

Ethel: I'll explain how it worked last semester. We don't think it was a very good way of working it—in fact, there was a lot of screaming and complaining about the way the evaluation classes were organized. But we knew we had to evaluate students' progress and that the criteria were very ambiguous, so we formed a seven-man review committee: the director, three faculty, chosen by the faculty, and three students, chosen by the students. Each person to be evaluated turned in a self-evaluation—written or tape-recorded—on what he felt had hap-



New York City: Training ground for Fordham University education students. Their program is described by Leslie Talbott in *Student Impact*, Vol II, No. 2.

The Gustavus Adolphus College (Minnesota) internship program has brought enthusiastic response from its participants who believe it is *the* way to prepare for teaching. The program is described by John M. Ondov in *Student Impact*, Vol. II, No. 2.

pened to him in four months at the Institute. They also turned in evaluations from people they had been working with in the field—teachers, community organizers, etc.

Kent: All subjective?

Ethel: No, I don't think so.

Kent: Was there a pattern?

Ethel: I don't know whether you could call it a pattern or not. People all agreed that there was just too much formalized evaluation anyway. Each person on the review committee decided on his own whether a student should continue or not, judging from what he saw. If there was any doubt, that student was called in for a personal interview. . . . What they found out last semester was that the people who had diverged from traditional experiences were the ones they were always calling in to talk to personally. For instance, there was this student who went to Berkeley for three months and messed around with commune living arrangements. He did a lot of weird, wild things—like getting himself committed to a mental institution for three weeks. He felt it would help him become a better teacher. . . . The Institute is for doing such wild things—getting committed, going to jail so you can see what jail is like, so you can learn. . . . But how do you evaluate such experiences?

I'm going to be teaching in a similar school situation to the one I had last semester. All my kids there knew a helluva lot more about jail than I do and I kept wishing then that I'd had that experience, because a lot of them would have spoken to me about their situations and I wouldn't have been so shut off. . . .

We have a travel fund for students now. They can get money (just a subsidy, they'll have to fund some of it themselves) if they say where they're going, why, and what they hope to get out of it. They may come back and say it was a waste of their time but a learning experience. . . .

Of course, like I said before, if you want to teach, you still have to fulfill preprofessional assignments first. Students still only get 30 credits for their professional year. But we think, in spite of bugs, that the Institute offers the very best preparation for teaching we've heard of so far.—

Student Teaching Navajo Style

Theodore Kauss

The only contributions that *Student Impact* has received so far from and about Indian students have emphasized their assimilation into the Anglo culture (see Vol. I, No. 3-4). Here, at Rough Rock, Arizona, they are trying a bilingual, bicultural approach, and student teachers from Northwestern University are participating. The director of clinical experiences in the college of education describes how five coeds have been living and learning with their Indian students.

The students are required to keep logs. It is hoped to reproduce extracts from these (together with any other contributions you may wish to include) in a future *Student Impact* issue or in a special monograph on indian education.

During the past two years, five Northwestern University coeds have served their student teaching clinical experience at a Navajo Reservation. The girls taught primary through junior high levels at the Rough Rock Demonstration School, Rough Rock, Arizona. They were prepared for possible cultural shock through participation in a formal course on Indians and independent study with an anthropology professor.

Rough Rock Demonstration School, located in the center of the Navajo Reservation, was opened in 1966. The underlying philosophy of the school is to achieve quality education by teaching Navajo traditions and customs along with modern skills. The all-Navajo school board, elected by members of the community, has striven to preserve the identity of Navajo while incorporating an Anglo educational program. The school serves as a model of effective and efficient local control and bilingual, bicultural education.

While student teaching the girls were required to keep professional logs and at the end of each week to send copies of their entries to the school of education. The logs and letters received from the coeds enabled the director of clinical experiences to provide "mail order" supervision during most of the quarter.

Teachers and administrators at the demonstration school offered on-the-site guidance and direction. They also offered personal assistance and friendship. Student teaching advisors from the school of education visited the coeds for several days during their sixth week at Rough Rock.

The student teaching duties included living with the girls in the dormitory as well as teaching during the day and leading recreational activities in the late afternoons and evenings. "Lights-out" meant "lights-out" for everyone in the dorm including the university coeds. Weekends offered the only real opportunity for time off as the children returned home to their Navajo families.

The most difficult challenges of the quarter were in understanding the Navajo's uncomfortable position of simultaneously wanting an Anglo education and a Navajo culture. Though the coeds gained friendships on the faculty and, in some instances, the love of the students, they were also recipients of culture shock waves. The housemothers, dorm parents, and class parents were constant reminders of the distance the coeds were to remain from the Navajo community.

The dormitory represented a significant part of the experience. Here the coeds were observed as white girls by both the younger girls and the older dorm parents. The younger girls rarely left them alone. They started by just staring and watching and asking, "What's your name?" over and over again. Soon they came by to

watch the coeds fix their hair. Within a few weeks some of the girls had copied the Anglo hair styles.

But the dorm parents were not as quickly fascinated by the coeds. They were either much stricter with the students than the coeds cared to be or they ignored them entirely.

In many ways, however, the dormitory provided the best way for the coeds to make the necessary adjustments. It enabled the children to help the coeds learn words and phrases in the Navajo tongue. It provided a place for girls to come for individual help. It broke much of the severity of barriers of culture, language, education, and race.

Although the coeds often wished they could speak the Navajo tongue, the fact that most of the people at the school spoke English reasonably well made the language issue less critical. It was the apparent cultural differences that stood out as the most difficult challenge. Many incidents occurred which confirmed their observations.

It was not at all uncommon to find the students hitting and fighting with each other for no apparent reason. They would then wander off with no look of anger or satisfaction. It was just looked on as an everyday happening.

Another Navajo trait which was expressed throughout the school was a definite lack of time awareness. Rarely did meetings or classes begin at a scheduled time, but no one was the worse for it. Their slow movement, steady stare, and soft voice symbolized, for one of the coeds, the Navajos' rigid acceptance of life. What Anglos would associate with inaction and an absence of thinking, for the Navajo, is respect and consideration and the natural way to look and act. The writer was a victim of "Navajo time" when he waited for twenty-two hours in Farmington, New Mexico, for a representative of the school to take him to Rough Rock.

The coeds felt that so many of the things they automatically assumed about education were completely strange to the Navajo. Attendance at the school was optional; homework was not stressed. Class parents, trying to be helpful, would frequently give students answers during tests —and often the answers were incorrect. Parents were permitted to come into the room at any time and talk to their children. Visitors were frequent at the school. Often so much time was spent in preparing displays for the visitors that regular classes had to be ignored.

Classes were conducted in English, but the coeds noted that most of the English was learned by rote, and the students seldom had a real understanding of what they were saying or singing. However, few of the students saw merit in learning to read and write Navajo, and greater enthusiasm was expressed in learning English.

A variety of jaunts was taken by the girls on their own or with other members of the faculty on weekends while the students were away. On one trip they visited the Painted Desert and the Petrified Forest and camped in a gas station parking lot. They climbed canyon walls, feeling tempted to get as close to the edge as possible. They rode horseback, drove cars and buses—traveled in every way. Other weekends—those spent at the school—were occupied with trips to the local trading post, watching volcanic sunsets, playing softball, flying kites, reading, talking, and resting.

One of the girls spent considerable time with the people in the community. She rounded up the pigs, tended sheep and watched the calves roped and branded. Another coed was especially pleased when her creative writing efforts yielded response. One boy, eleven years old but only third grade level, wrote this:

First i get some green mud. Then I mix it with water. I mix it like making fry bread. Only it turn to clay. I think of what I'll make. I decided to make a bowl. I roll the clay on my desk until it turns into a long snake. And then I make it round like a snake going to sleep. I smooth the sides and there is a pretty bowl.

The third university girl was greatly encouraged when a few girls were waiting for her in the dormitory to review some multiplication work. They were trying to compete for the first grade of 100 on tables.

Although the girls often felt they had little prestige, only a little authority, and no real place in the system, they were reluctant to leave at the end of the quarter. It is a Navajo way that no one helps another unless he is first asked to help. The Northwestern coeds were being asked to help. They started by reading bed-time stories each night in the dormitory, and each girl had her choice of stories. They watched the students perform Navajo dances. They were joked with and teased. An Indian child told a student teacher she would never make a good Indian—"her jeans whispered."

One of the coeds summed up her experience by saying, "I'll be back." So will Northwestern. Director Dillon Platero has invited us to continue sending concerned and sensitive student teachers to participate in the educational happenings at his Rough Rock Demonstration School.—

Students at Central Washington State College believe that living and learning together should be a part of the college experience especially in the field of education. Bruce Gale describes their program for freshmen in *Student Impact*, Vol. II, No. 2.

Days Like This

Teacher preparation which involves a summer of seminars on education in its social context, nine months of nearly full-time work in a classroom, continuous self-evaluation via daily logs and frequent intern-advisor conferences, seminars which complement classroom experience, and a major project in any form—paper, film, videotape, tape recording—and which culminates at the end of fifteen months in a Master of Arts in Teaching (MAT) degree. Antioch-Putney Graduate School of Education students participate in such a program. Emphasis here is on practical experience and interns' self-awareness. The keeping of personal logs and the informal atmosphere of small group discussions focus each intern's attention on self—how each individual relates to those with whom he works (children, school staff, fellow interns, college personnel) and how personality affects one's teaching style and philosophy of education. Action and reflection, the keynote. Excerpts from two interns' logs follow.

September 13

Getting acclimated to Wheaton High School (Montgomery County, Maryland) has been difficult and challenging. I feel very inadequate in history because I've only had six hours of U.S. and six of European. That lack, together with the total absence of any methods training—it's more or less forced me to confine myself to reading the approved texts and to approach class from a problem-centered view, e. g., democracy, economics, civil rights. Classes have been very alive, lots of solid rapport, but I feel guilty about not providing enough facts to adequately prepare them for college boards. But hell, they know more data than I do.

The necessary evil of facts must be tolerated, but with a strong emphasis on more theoretical discussions, and this for the underachievers as well as the college-bound. The underachievers seem to be the most challenging. They're in the foregone category of "stupid." But it is so satisfying to see them come alive when they *can* express an opinion that has weight and makes sense. I wonder why I have to frustrate and further browbeat them into data submission when they have no intention of going to college and will immediately forget, if they ever learn, facts? One more year of school and they "become" adults. Why not talk about what they want to talk about, find out what they think, maybe offer suggestions or at least lead them to critical thinking and free uninhibited expression? Why not give them the experience of being genuinely liked on an adult level, by an "authority"? An authority in the form of a teacher to whom they've perhaps never related well to before because of their poor performance?

Otherwise, I feel very good about my set-up. I think I have a real chance to learn something about teaching. Everything is available including a helpful faculty. My kids are good. We get along well. The preparation gets tedious at times. There's just a hell of a lot of work to do and I'm not sure it can all be done.

But even more than a degree, I want to learn teaching. It comes first. Except sometimes.

Phil J. observed me for the first time Tuesday, September 12th. It was chaotic. The morning after the meeting the evening before (punch, beer, etc.), I was totally disabled and unprepared. Homeroom was a mass of red tape that couldn't have been finished in twice the time. The projector for the first class movies didn't function. The kids were wound up about something. But we did salvage a discussion and, considering everything, it wasn't bad. Matter of fact, it was damn good.

September 14

Today began poorly. I was feeling guilty and inadequate because I just don't know enough history. The social studies department head, Mr. R. walked into my first class and asked how things were going. I explained my feelings and he just smiled. "I feel that way every year," he said. So we talked about the problem-solving approach which I've been using because I know no other way and because

I like it and he said it was a good experiment. That made my day.

I'm still troubled with how to test/grade this approach and with what to do with the factual material. The college-bound need the facts to pass college boards and the underachievers need them for the psychological satisfaction of putting something concrete on a paper. But essay tests are practically a necessity with this kind of teaching. Dilemma.

Mr. R. also warned that objective tests are a protection for the teacher when grade complaints are registered.

Goal of teaching is not to train kids how to live tomorrow, but how to live today.

September 15 Education and I must go together, I know. I just don't know how.

September 20 Made a big mistake in class today. We were talking about the Boston Tea Party —property destruction, the English law, the attempt by the patriots to make a point, and civil disobedience. The introduction to today's situation, e.g., riots, demonstrations, was obvious. So was the parallel —to me. To them, the patriots had no choice, the Negroes should be patient. One boy said that the patriots were white, so they were right. The discussion was reduced to prejudices, that was trouble.

Second mistake. Brought a class to the library to do research in economics: theories, problems. I had judged from class discussions that they were interested and that I could leave the choice of topic to them. I judged wrong. It was too broad and vague.

Third broad theory type mistake. I'm beginning to feel that I should emphasize more facts, that discussions can be overdone, based on wishful thinking or opinions more than reason.

For the moment, I'll have to keep them working on reports to give me a chance to read.

Final note. Seem to be making better inroads each day with those who have appeared hesitant, apprehensive, or repelled by my beard. This includes students as well as faculty.

September 21 A great day, satisfying, enjoyable, accomplishment. Talked with one student about her concern with grades and growing up and confusion. And another about the Peace Corps and social awareness and people contact. This is the kind of interaction I love. And I hope will someday be my life's work.

September 5 First day of orientation at Randall Junior High School (Washington, D.C.). Many teachers were subtly if not openly sarcastic about . . . individual instruction. It made me realize how when a person becomes a part of an institution they tend to blend with it. . . . We were very glad to get Room 126—one of the more pleasant rooms without windows facing out on traffic.

October 2 My homeroom girls are hard to control. I called Sharon's mother; she's one of my biggest discipline problems. Her mother says Sharon has always been a clown in school, is the youngest child, and has received a lot of attention. Her mother uses the "strap" to punish misbehavior in school. But Sharon is also a leader in her little group. I suggested to her mother we work together on Sharon's leadership abilities.

October 3 Sharon did several things for me and I asked her to preside over a meeting to

select a representative for a school paper. Her behavior was good.

Today, I talked with Alvin, another restless "trouble producer." He told me very boldly that he was neither "dumb" nor "crazy." I did not generate these remarks. Someone else must have said them to him as he seems upset. I don't know how much one can do with kids by sermonizing but my telling him I knew he was neither dumb nor crazy (in fact, I think he's bright) seemed to help. Somewhere along the way he had to learn to talk "with" me and not "at" me—to realize that I was a person, too, and that all adults are not out to punish him.

October 4 Sharon displays a lot of good leadership qualities.

I feel overworked with my homeroom and have little time left for my classes. . . . I am trying to gather materials for teaching. Have just discovered a book on *Selected Free and Inexpensive Materials for Teachers* and wrote away to many sources for films and literature.

October 13, Seminar I found Phil J. (the Antioch seminar leader) very inspirational. He really makes me want to teach and implement all the revolutionary ideas I have ever had about schools. My ideas were first born out of boredom in a one-room school at an early age. I can remember Spring out of the window. I was totally uninvolved, bored, and very tired of sitting. Children should not be sitting in a classroom for a full day. Many of them would develop better with a half-day of problem games, recreational activities where arithmetic, fair play, social interaction, and trust of adults are learned. I believe that the regimentation students undergo (even in physical education classes) makes them angry. They are full of play (which I like in them) and just using this need to play in an educational way (if I can figure out how to do it) would be an answer.

I feel I have to ask more meaningful questions (Phil-inspired) and give them observational challenges. I wonder if school does not channel reactions and needs to an extent that observation ability is actually reduced.

Phil's drawings last night also gave me the idea of using drawings or illustrated lectures as a technique. I have noticed pictures, however bad, are a good device for getting attention. God knows I need more attention-getting devices! I have also thought of the approach I have used with my daughter, Celia, who is completely trusting with adults. I have been careful to keep her boundaries of choices within her capacity to control herself and to continuously widen those boundaries. This sort of idea does not seem to come up in educational literature.

The restrictive rules which a child undergoes in kindergarten should not be so similar to those in senior high school. There seems to be little expanding of choices and little growth of personal identity, maturity, or the ability to have an equal exchange with adults without some fear or hostility.

After seeing films on how Skinner trained pigeons to be hostile, friendly, or even to dance with rewards at the right time, I am convinced (these are not little pigeons, I know) that rewards are very important in positive learning. Students seem to interpret many things as punishment—grades, red marks, cross marks, regimentation.

November 7 Today I got up at 3:00 a.m. and worked on lesson plans—got to school at 8:00 a.m. The boys were apathetic, pencil-less and without paper. I asked them to come back to class at 3:00 p.m. prepared. It didn't work; the ones who needed it most did not come.

One teacher (who punishes the kids physically) has offered to help "straighten out my girls." She's well meaning but I have noticed that when she "straightens out" some of my girls they just come back and sulk for a couple of days—not causing any "trouble." I believe that children who are overpunished are not trustworthy or open. . . .

I cannot seem to project myself enough. It bothers me when kids just don't listen to me.

Later in November, undated excerpts

We had a teachers' meeting. Mrs. L., a soft-spoken friendly person, gave a few of her ideas regarding discipline and teaching. But she also told us about her failures when she first started. We were invited to quit if we could not maintain discipline, etc. Mrs. L., as a beginner, had the same problems we have as interns. Mrs. W. sounded very much as she did when she talked to my girls after the fight. I'm wondering what the permanent effects are of fear techniques. . . .

Today, my boys responded to me. The topic was resources and how people use their resources. We contrasted the American Indians' use of the continent with ours' at present. The students asked questions and were interested. I was happy. . . . The same approach was a big flop with my second period girls. . . . .

Most of my class plans so far have been written work because they expect it and the whole group does not listen. I decided to try short lectures, games, reports, and role-playing. I was very surprised when my boys responded to these techniques. My girls are less responsive although they are supposed to be brighter (it makes me wonder about testing and tracking). Some of my best workers have stopped working while others are working more. . . . I would like to establish more material trust in my students. Today, one of them told me she had done work but would finish it at home. I knew she had not done it. She could not show her work. I told her there was no reason for her not to be honest with me, that I had not planned to punish her. She seemed shocked. It seems that punishment breeds the need for more punishment and a good portion of our discipline problems arise because the students do not trust adults. . . .

Today, one teacher told me that a few years ago at Randall the teachers ran the school—it was always orderly, etc. Now "the kids are running the school." But the Student Council functions very poorly. This reminded me of an experience I had last year when I was a substitute teacher. The Student Council had just been elected at that school and the kids were making their little speeches at an assembly about their proposals, etc. The principal, in a sort of benediction, added that this did not mean that students could run the school! "You are the children and we are the adults; we run the school." In essence, he pronounced the Council "an impotent body." I don't believe it's possible to suddenly have a student-centered school, but I believe it should be a prime aim and the method by which this could be accomplished could be worked out easily on a gradual basis, but started intensively in the first years of school now. . . .

December, undated excerpts

This evening I had some of my geography students over for dinner. They were appreciative and diverting. They spoke freely about Randall as a school and the teachers. They even gave me advice. They danced, gossiped, and expressed some interest in geography. Some were very eager to read the textbook (they feel lost without it), others wanted to play games and do more map work. They left reluctantly. . . .

Today was chaos at school. My boys were livelier (even) than usual. I had commented the week before to a teacher that there was no paper throwing in my classes. Well, it came today, thick and heavy. I had prepared a reading sheet and a film strip. Nothing worked.

I don't know whether it was the weather as it had snowed heavily or a full sheet of reading that caused the chaos. Maybe the presence of the projector itself in the room made a difference. One boy ran out in the hall and was suspended. I don't believe in making a public spectacle of a child as a form of punishment but I have seen it often done. . . .

I don't believe I have done a lot to improve my students' image of themselves. However, I feel it is very difficu't to do at Randall where there is so much "cattle driving" and screaming at children. (It is not only at this school. As a substitute I can say it happens at most schools.) Some of my students have asked me to be tighter on my controls. But my philosophy (which

I haven't entirely acted out) is that controls should come from within, from positive learning experiences, to be of any permanent value. . . .

January 12, Seminar

Phil asked us if we thought there was a contradiction in what Antioch is doing. It seems there are many contradictions in what we are doing and everyone seems ultra-confused. Ethel says that having a summer experimental school helps the Trinity College interns to adapt. But I feel that it is not Antioch's philosophy (if I dig it yet) to adapt at all—but to change things. In this case, I think Antioch should start its own experimental school—laboratory—in which Antioch has *complete* freedom, its own equipment, etc. Perhaps we should deal with younger children exclusively. But to be effective, any program must have a "known" philosophy and a longer range program. . . .

It is now January 13, Saturday, and I feel so much has happened to me lately within myself. Things I can't relate that are of such significance they overshadow anything else that might happen. In other circumstances I would say that what has happened otherwise could fill pages. I feel that spiritually and emotionally—I need a retreat—a time to walk, to think, to reconstruct.—

Experienced Beginners

One of the more ambitious teacher education experimental efforts has been initiated at New Mexico State University—the Cooperative Program in Teacher Education under the direction of Jack Saunders. Now in its fifth year, the Co-op program has graduated more successful "experienced beginners" than any other similar project in the state. Co-op Gloria Cruz, who submitted a description of the program to *Student Impact* in October 1969, commented: "As for me, I enjoyed being a co-op. After my first year I had many scars, yet my personal experiences enriched my outlook on teaching and on life." The most outstanding advantage of the program, according to Gloria, was "being able to develop lasting relationships with the students."

Rather than presenting official materials on the program, here are the comments of some earlier participants, together with an interview by Court Crow with Donald C. Roush, former dean of education and at present NMSU vice president for academic affairs and chairman of the National Commission on Teacher Education and Professional Standards.

Among the eighty-five co-op participants is Steve Wilkerson who described the program in *Student Impact* (second introductory issue) as follows:

"Ours is a four calendar year work-study program which places enrollees in public schools for one semester each year and in the college classroom during the other semester and the summer. Selection of participants depends on an overall 'B' average in high school, on recommendations by counselors, and on demonstration of some financial need. Our work phase is conducted in one of Las Cruces' twenty cooperating schools; the first year is spent in an elementary school, the second in a junior high school, and the last two years at the level of our choice. A graduated hourly salary ranging from $1.90 for freshmen to $2.65 for seniors is paid for the thirty-five hours per week we spend as aides, assistant teachers, and co-teachers."

The goal of this program is to create what Jack Saunders calls the "experienced beginner; an individual who has spent four semesters—the equivalent of two years—in the public schools. He has had extensive experience in the differentiated roles that he may play as a teacher. He has the opportunity to test the kind of experiences he has had in the college classroom, in the public school classroom." In addition, he predicts that this experimental work-study program may serve as a "possible guide for future improvements in the overall teacher education process."

How students interviewed by *Student Impact* regarded their program

"This experience has confirmed my ambitions to become a teacher. I feel that I will be better prepared—certainly better able to cope with the problems I'll encounter in the classroom. I worked with the fourth grade level and I learned much about communicating with these children and much about the problems and personalities of this age group." Bonnie Hosie (first year co-op)

"In addition to the thirty-five hour work schedules, we carry an education course which supplements and coincides with our work phase. This weekly four-hour class is designed for co-op students and consists of material which is directly applicable to our experiences in the classroom. For instance, during the first work semester, when we are in elementary schools, we learn about manuscript writing, audio-visual aids, and childhood psychology—information which reenforces our work experience." Pat Trujillo (first year co-op)

"During our second work phase we do a lot of one-to-one tutoring. I worked with a slow learner (a seventeen-year-old who read at a second grade level) and a gifted child (a thirteen-year-old who enjoyed reading Shakespeare). We've learned, as every beginning teacher does, that there are a lot of children who don't fit in the average." Carolyn Russell (second year co-op)

"As third year co-ops we are considered assistant teachers. We work with individuals, sub-groups, and the total group and construct curriculum materials to teach to the group. Our corresponding seminar focuses on how to construct curriculum materials, how to construct tests, and how to use these materials in the classroom." Dolores Lucero (third year co-op)

Faculty opinion

Co-op field supervisors reaffirm their students' approval of this program. They are "impressed with the opportunity these students have had to develop confidence in the classroom situation" (Judy McBride) and with their "understanding of what a natural classroom situation is"

(Walter Patton). "Co-op students have a tremendous advantage over the typical teacher education student," Terry Horton believes. Chris Buethe, instructor of second year co-ops, confirms this belief: "The prime question is, 'What happens in the long run?' I think that the answer is that the co-op teacher will be retained in teaching. He will stay there with a high level of productivity and a high level of achievement, be a very good teacher and serve as a model for the whole teaching profession."

NMSU's co-op program is one attempt to "help teachers be more effective each day of their career, from the freshman year of college to retirement," according to NMSU Vice President, Donald C. Roush, "The teaching profession should drop the use of the terms *pre-service* and *in-service,* because the 'pieces' of a teacher's education often serve to confuse and frustrate the teacher instead of increasing his effectiveness . . . As society and knowledge change, professionals need to know more and more of what students are taught. Students need to learn about the real world of the school and teachers need to learn what the real world of the school ought to be."

Court Crow of the *Student Impact* advisory committee asked Donald Roush for further details in a later interview. It was during job recruitment time and they talked about the readiness of the first co-op graduates for teaching:

"Graduates of the co-op program will land running. Most first year teachers are going to get advice from their teachers next door—'Don't you think you should do this?' or 'Why do you do that?' Graduates from the old kind of programs probably think: 'Well, after all, this teacher's taught quite a bit so maybe I should do what she suggests.' What that older teacher recommends may be wrong, but the pressures are there and pretty soon the new teacher conforms. Sometimes the conformity is good and sometimes it's terrible. Sometimes it's contrary to good learning practices. Nevertheless, some teachers are threatened by a new teacher who does a good job and some of them, maybe not intentionally, get the new teacher to conform more to their ways so they aren't threatened. Co-op graduates won't conform to anything unless they think it's right. They've already played four different roles as understudies in the schools; they've spent so much time on videotape that they're practically TV actors and actresses. They're experienced beginners. Because when they graduate co-op students will have spent four semesters in the public schools, superintendents are really after them. They're coming to campus now and offering co-op graduates the equivalent of two years' experience on the salary scale."—

Town-Gown Cooperation

Telephone calls to Student NEA members and consultants around the country this winter helped identify experimental teacher education models. One project that telephone surveyers were told about was a cooperative student teaching center in Kanawha County, West Virginia. Center coordinator Kathryn Maddox describes the program.

The cooperation between colleges and public schools so frequently called for is a reality in Appalachian West Virginia. Composed of representatives from seven colleges and universities, the Kanawha County School System, the state department of education, community and professional organizations, the Multi-Institutional Student Teaching Center has been cooperatively planned to improve laboratory experiences in student teaching, to upgrade the quality and selection of supervision teachers, and to encourage all participating agencies to re-evaluate their role in teacher education.

Unique opportunities for Center student teachers include: (a) pre-student teaching orientation week; (b) joint seminars with other colleges; (c) inter-school and intra-school observation of outstanding teachers; (d) assistance from the county's sixty specialists and coordinators; (e) curriculum planning and teaching within a team structure; and (f) an overnight retreat planned by student teachers to analyze and evaluate their student teaching experience.

What do students say about the Center?

The retreat was great for Sue Ann Webb, West Virginia State, because she could see the common problems which face student teachers. "It made me feel that I was meeting problems other student teachers have faced and that my situation was not a unique one after all. I feel I have developed more confidence in myself and that I am now much better adjusted to becoming a competent teacher." Joy Smithberger, Marshall University, realized that she really didn't have any problems: "I realized as a result of the retreat that I really have *no* problems in my own student teaching experience as compared to those some of my fellow student teachers have encountered. I think a greater appreciation of what a terrific supervising teacher I have was a direct result."—*Center Newsletter,* May 1970

What has been its effect on education?

The close public school-college tie has influenced curriculum within the teacher education programs of the co-operating colleges.

Since the inception of the Center, every participating college now utilizes Flanders Interaction Analysis, as well as micro-teaching and simulation laboratories, as a part of pre-student teaching experience. Each participating college is also expanding the role of laboratory pre-student teaching experiences in cooperation and consultation with Kanawha County. Public school supervisors are also involved with college and university programs to such an extent that several are now teaching college methods courses, and conducting seminars for student teachers.

What are the defects of the program?

Student teaching is the climax and most valuable experience to our four years of college preparation. Our Center activities have given us many broadening experiences; however, our one big disappointment in student teaching is with our individual college seminars. Our weekly seminars are the responsibility of each college, and some student teachers feel they are having good learning experiences but the majority we interviewed feel they are being "short changed."

Most colleges offer credit for these seminars and students are shocked to discover there is no structure or guidelines and many seminars are wasted time. We propose action-oriented seminars. The students could cooperatively plan worthwhile projects and actually teach them in groups. We would like to include interaction analysis, conceptual learning, nonverbal communication, methods using multimedia, questioning techniques, discipline techniques, and bulletin board ideas. We would like to emphasize these projects could be taught and evaluated cooperatively by student teachers and college supervisors.

We would also like to recommend more Center-planned seminars in our subject areas and more building seminars involving student teachers from different colleges. The Center already is implementing many new ideas and projects to equip us to be good teachers, and we plead it will continue to grow and influence college programs and public school progress.—"Some Overanxious Students" in the *Center Newsletter*, May 1970

Are students the only ones to benefit?

In addition to the unique features involving Center student teachers, supervising teachers also receive specialized training through: (a) a pre-service orientation program conducted by the Center coordinator and the Advisory Committee; (b) graduate courses specifically designed to meet the needs of supervising teachers; (c) six-week summer institutes in the analysis of teaching; (d) periodical luncheon meetings for all supervising teachers, state legislators, and participating college staff which provide opportunities for involvement with nationally known consultants, and for participation in an on-going evaluation of the Center program.

Significantly, Kanawha County has accepted full partnership in teacher education through the creation of a "staff teacher" position as a new direction toward differentiated staffing. The staff

teacher role includes the teaching of demonstration lessons for analysis; the conducting of building seminars for student teachers, new teachers and supervising teachers; and serving as liaison between the county and the college. The influence of the special training of the staff teacher is expected to be multiplied with his contacts with regular staff, ultimately reaching the Appalachian child who may suffer from disadvantagement.

The Kanawha County Center concept is permeating throughout West Virginia, serving as a model, and will ultimately give national impetus to cooperative efforts of a state department, a school system, and multi-institutions to commitment for excellence in teacher education. Constructive change to meet the demands of the future is the key to better education in the United States, and the Center has accepted this challenge.

The Kanawha County Student Teaching Center received, in February 1970, the Distinguished Achievement in Teacher Education award presented by the American Association of Colleges for Teacher Education.—

Growing Pains

Pictured Left to Right: Antoinette Oberg, Intern; Patricia Hayes, Intern; Dr. Roger Wood, Instructor; Latrelle Nation, Intern.

Pictured Left to Right: Mike McAdams, Intern; Jean Howell, Intern; June Tyler, Instructor; Melissa Geffel, Intern.

The Tri-University Project in Elementary Education conducted at New York University, the University of Nebraska, and the University of Washington is searching for ways to humanize teachers and teaching. "Humanizing education means that we begin to treat children-students as human beings," said *The Daily Nebraskan* (October 3, 1969) in an article describing the project. "It means we have to treat them as subjects rather than objects, treat them as people with strengths and weaknesses and problems and personality and potential, people with faces, identity." But how can this be accomplished? At the University of Washington, director Ambrose Clegg and associate director Anna Ochoa are attempting to do this in their Experimental Model for Teacher Education using a performance-based curriculum. "There are several unique aspects to our one-year program," said graduate assistant Jack Simpson in a December 1969 dialogue describing the project. "For one thing, it involves on-site, field-based instruction. For another, there is a one-to-one supervisory relationship. In fact, the program is entirely individualized."

The associate director describes the project: "Enrollment is currently limited to twenty students. All professional training in the theory and methods of teaching and supervised classroom experience is done in the schools. Formal instruction occurs in applied seminars; that is, observation and demonstration teaching immediately follow instruction in pedagogical theory. Performance tasks are stated in the areas of classroom management, social studies, reading, language, arts, mathematics, science, education psychology and evaluation. These tasks are not necessarily identical for every student. The tasks and their sequence are established in terms of the student's background and needs. The student may participate in the process of determining the performance tasks in order to meet the minimum level of teacher competence.

"Three academic quarters are spent on a full-time basis in the cooperating Seattle area schools. Currently, two schools are in the Seattle District and one is in the Shoreline District. These schools are selected to provide the prospective teacher with experience in different socio-economic neighborhoods."

A unique project, still a model, still developing and changing. Staff and students are freely exchanging ideas on how to iron out the kinks and make such an individualized form of elementary teacher education applicable to teacher preparation programs throughout the country.

Here are some excerpts from the December 1969 seminar, in which students comment on various aspects of their program. They agree, in principle, with the individualization, with tieing in on-the-spot afternoon seminars to their work on Tuesdays and Thursdays at school. They like having a special advisor, a "teaching participant supervisor" as they call him, who relates to their interests as students far better than a regular classroom teacher; they enjoy seeing more than one type of school, having the freedom to criticize and to participate in the development of the program. *But* . . . And here are a few of their doubts.

1. On-site instruction

Jack Simpson: Do you think that the on-site instruction you've received has been of benefit to you?

Judy Beyer: Not really.

Jack: The afternoon sessions don't seem to tie in? Cecilia, would you agree with that?

Cecilia Whitman: One problem with them is that they are struggling to relate to our classroom experience on Tuesdays and Thursdays. I think if they just got beyond that and didn't worry about the tie-in, we could learn more. As it is, we never get beyond "ways of teaching reading."

Patricia Koyamatsu: They have been kind of disappointing for me, too, but I like the exchange of ideas. Although, I don't say very much, I have big ears and I listen and I take in all kinds of things from students who are younger than me. I never had this chance before.

Jack: Do you mean that you are learning things from students younger than you?

Pat: I am 36. Where I went to school before, I just associated with people my own age and there was no input of new ideas. This is one thing about teaching, you have to get to know all ages.

2. Freedom in the classroom

Jack: Do you feel that the school in which you are teaching allows you the freedom necessary to perform the task required of you?

Cecilia: I think so, yes. Others have different opinions. But my experience is that the school is very open in letting me do whatever I want to do. Of course, I *am* willing to work within its framework. I don't feel any great urge to do my thing. It is almost impossible in a two-hour stint twice a week to really do your own thing because there is no follow-through the next day. There is no consecutive follow-through any time. My particular school people have been interesting. I have learned from them even though they are doing some things I consider negative. At least, I am learning what not to do. . . . But this isn't really always the case, of course. Some really great ideas have been brought up at the learning resource center, for example. The fellow there at Wing Luke is in a non-classroom teaching situation; he has some very new and different projects going on.

Pat: I haven't had very much freedom. I've sensed a critical type of attitude toward me on the part of the classroom teacher. I'm looking forward to working with someone just a little more free and a little less concerned about my doing something wrong.

3. One-to-one supervision

Jack: How do you think the one-to-one supervision is working out? How do you get on with the "teacher participant supervisors"?

Judy: It's a good idea. For one thing it gives the classroom teacher you're working with a chance to discuss problems she may be having with you with someone else. Some teachers are reluctant to express their real feelings about what you're doing to your face but they talk freely to your teacher participant supervisor. He can then give you the feedback and you can learn how your actions affect people. He can also give you constructive criticism and help you with your own problems.

Cecilia: The only thing I would suggest is a closer match. But that may not be possible, because of the nature of our program. We have a lot of intermediate people working with us as supervisors, whereas in class we've got a lot of primary teachers. The relationship between the supervisor and intern is great, though. It is really close, a lot closer I'm sure than if we were working with a classroom teacher.

Pat: My supervisor has been very encouraging and I've noticed that she doesn't compete with me. I feel this sort of competition with a regular classroom teacher whereas, with my teacher participant, I feel that she is pulling for me all the way.

4. Individualized instruction

Jack: One aspect of our program is the individualization. We have tried to fit instruction to meet the individual intern's needs, to allow as much flexibility within the program as possible. Do you think this has been a help or a hindrance?

Antoinette Oberg: Ideally, it is a terrific idea, but I don't think it has been working very smoothly because the program is new and we're having trouble just scheduling.

Cecilia: Insofar as all of the individual approaches narrow down to completing basically the same things, there is not much variety. Maybe how we approach it is different, but all the interns still have to show that they can handle all the outlined objectives. . . . I think they're pretty valid objectives in most cases.

Judy: This individualization approach is a myth. The objectives are specific and too narrow to allow for much room. How many different ways do you measure how tall a child is or his secondary characteristics? One of the problems with the program is that it does not incorporate our individual ideas. Nobody takes our thing seriously. It seems that our instructors are somewhere else with their own ideas of what we should learn. Many of us feel that we have important ideas, too, that are relevant, and they are just not being utilized.

5. Differing student perspectives

Jack: Our program is a year-long program. We have people working on bachelor's degrees, people working on master's degrees, and people with bachelor's degrees simply working for teaching certificates. This umbrella approach to teacher certification, do you feel that the variety of people that come together is helpful to you in formulating your own ideas towards education?

Cecilia: I think it's great. Most of the conventional programs seem to focus on sweet young things, but there are different backgrounds and different age groups here. Pat says she has learned a lot from younger people and that perhaps one of the things we should try to do is be more tolerant of their ideas. It is easy to say to yourself, "Well, come out and get into the real world and you'll see what it's like."

Judy: I'm not so much of a sweet young thing, even if I'm young. Anyway, in regular university classes, you do get a great variety of people in the lecture courses with 100 to 200 people present. But in our situation where twenty people from different backgrounds have to talk in this little contained room, lunch together, and do everything together, inevitably we're going to start to exchange ideas.

6. Teaching in three types of schools

Jack: One of the aspects of program is the idea that we have three types of schools: suburban, inner city, and urban. Although your views must be a bit limited because of the time element, do you feel that this will benefit you in the long run?

Antoinette: If we can get into different types of schools, definitely. But I really don't see any possibility of getting the kind of cross-section we need with the schools that we have access to. Ideally, I thought it was a terrific idea; I wouldn't want to go into the teaching profession if I didn't have experience in different schools.

Cecilia: I would like to see a better selection made initially, so that we could see some of the extremes. We have one extreme right here, very conventional middle class, but as for the other extreme—there's Surrey Downs, a suburban school, which sounds like a possibility but I don't know if they have made any contact there.

Pat: Only because someone from the Tri-U Project last year is teaching there, they worked it out as a special deal. But what about going into a place like Ardmore, or Valley View in the Highline District which is a new team teaching school? We don't really get into some of these things. I would like to see a school that uses programmed learning, teaching machines, and all the newer audiovisual things.

7. Variety of experiences

Jack: Another aspect of our program is to let you have experiences beyond your own classroom scene. Have you been able to do this—to look at a variety of teaching styles and techniques?

Pat: The only opportunity I had to visit schools happened at a time when there were no classes in session. However, I was at Wing Luke School for a time and I found that very beneficial because it brought new insights into the way children learn and how differently children are affected by different ways of teaching.

Cecilia: I went to a lot of places. I think this is one of the biggest benefits that the program has provided. I have seen the whole spectrum of teaching styles. It really is interesting how different people approach the classroom situation. . . . Perhaps it is our nature as interns to be more engrossed with discussing the bad aspects of classrooms. We ought to give ourselves time to take a more positive approach. Some of the "bad teachers" are perhaps doing things that are good in isolation. We need to be critical, but not hypercritical. We step into a room and then judge it on the basis of an hour's observation which isn't quite fair. Sometimes we cause problems within the room itself by just being there.

Pat: I would like to use this opportunity more to see different types of teacher personalities. From our readings my idea of the ideal teacher is a little bit too idealistic, I think. When we get out into the schools we have to come down to reality.

Jack: I know part of what you're aiming at. Maybe it is just the nature of the thing but everyone seems so concerned about what is going on in the classroom, and they don't really seem to relate to reality outside—how the community is affected, what its needs and expectations are. I hear a lot of talk about: "Well, I want to teach such and such because it is relevant." But I don't hear much about whether the community thinks it is relevant or not. I would really like to see more consideration given in school to what the communities want, because, if it isn't, there can be pretty touchy situations at times.

Judy: One of the peculiar things about the teaching profession is that before becoming teachers we've all had sixteen years in a school situation so that the concept of the school as a social system is very relevant to us. We understand what it means. We look back and think about what we went through, how relevant it was to us, and then we begin to see where we can change it. But here we still identify ourselves with what goes on in that individual classroom and, although I am sure that everyone is aware that there are other forces interacting on us there, most of our discussion still pertains to the relationships between the children and the teacher—with maybe the principal and the parents having a little bit to do with it, but not really very much.

Pat: I have found that once you start teaching in the classroom, the parent's influence becomes very evident, at least in my instance it did. But we are put into schools in communities different from our own. Whereas, in the back of our minds, we may know there is a relationship between community and school, because we are not part of the particular community in which we are teaching and because we only know the school, all our emphasis is on school and the classroom situation.

John Magee: I have seen over fifteen different teachers in a lot of different situations—in the suburbs, in urban situations, and in the inner city. Ultimately, it comes down to being in one classroom. You have to get into one classroom eventually and work it out with one group of kids. I intend, throughout the rest of the year, to see as many teachers as I can both in Seattle and elsewhere.—

This Is How We Do It at Wayne

As a participant in the Wayne State University Student Internship for Inner City Teaching, Margaret submitted this picture story to *Student Impact*. She described it in more detail in a December 1969 letter to Mel Myler. Here are extracts from that letter:

Margaret F. Shea

It's said, "Pictures speak louder than words." The health of mind and soul of this little eight-year-old is what it's all about. And what it all boils down to is a conscious attack on the negative factors within the system and within the teacher that have made big city public education largely a failure today.

As of now, the program is operating in four Detroit elementary schools. In each, there are four interns, two to a classroom, with a supervising teacher occupying a semi-enclosed office in the hall. The contract lasts one entire public school term, giving the interns both the opportunity of setting up a classroom right from the first day of school with all the responsibility that that entails and of judging the impact of a teacher-learning situation over a representative period of time. Each intern works four days per week, giving his partner the experience of running the classroom entirely by himself one day per week. Occupying the classroom mainly with a peer rather than with a superior seems to be more beneficial for the professional growth of the individual student. The responsibility is such, though, that students are accepted into the program only after one student teaching contract or comparable experience.

Once or twice a week, we four interns gather together with our supervising teacher, Mrs. Jean Fuqua, and our instructor from Wayne, Thomas Davidson, to discuss the concerns inspired by our present teaching problems and to attempt to work out some of our solutions together. Mrs. Fuqua is also constantly available to us. In addition to advising us and acting as a resource person, she keeps us informed on the community, which she knows, and helps us to understand it. Such ready communication with our instructors and peers has proved very beneficial.

Since the intern is taking on more responsibility for the classroom than the traditional student teacher, the Detroit system has arranged it so that he receives one-eighth of a beginning teacher's salary. This is quite helpful to many students, particularly post-degree students.

All in all, I am extremely satisfied with this program, feel that I am much better prepared to enter a classroom than I ordinarily would be and feel that all student teaching should take this direction.

I hope you can use the enclosed picture story and interview. It was the best I could do on short notice. The children in the pictures are third graders in Room 209 at Courville Elementary School, Detroit. The photographs were taken by Rolly R. Ransom.—

In our program, the teacher's time is released from much of the burden of record-keeping, so that she is better able to develop her teaching skills.
Our supervising teacher runs interference with the office and introduces us to record-keeping in a gradual manner so that we have taken it over entirely by the end of the term.

To me, the program means that colleges of education may finally be getting around to developing the type of teacher who will be able to present with meaning the visions of men such as Martin Luther King, Jr., and John Fitzgerald Kennedy. Perhaps these two are unconsciously learning to grow up and live better together.

Martye is once again disturbing the class by rocking his desk back and forth and refusing to do his work. The teacher (me) is up-tight. In the background, a Sony videotape camera catches it all.

Later, gathered together with my supervising teacher, my instructor from Wayne State University and the other interns, the Sony plays back the sound and action. I am able to view myself more objectively and to benefit from the discussion and suggestions of my colleagues.